

## R E Davis Elementary

345 Eastern School Road  
Sumter, SC 29153

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	390 Students	
<b>Principal</b>	Anne McFadden	803-495-3247
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	21	77	41

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Average	Excellent	Yes
<b>2005</b>	Average	Good	Yes
<b>2006</b>	Below Average	Unsatisfactory	Yes

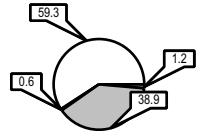
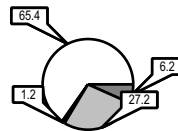
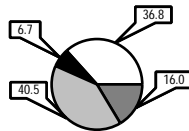
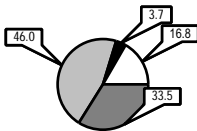
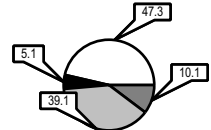
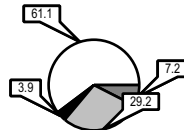
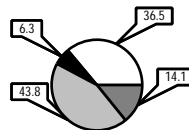
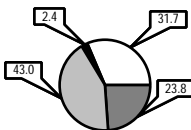
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	178	96.1	17.4	47.1	31.6	3.9	44.5	Yes	Yes
<b>Gender</b>									
Male	88	95.5	22.4	47.4	26.3	3.9	38.2	N/A	N/A
Female	90	96.7	12.7	46.8	36.7	3.8	50.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	162	95.7	18.8	49.3	29.2	2.8	41.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	153	99.3	14.4	47.5	33.8	4.3	47.5	N/A	N/A
Disabled	25	76.0	43.8	43.8	12.5	0.0	18.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	177	96.0	17.5	47.4	31.2	3.9	44.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	177	96.0	17.4	47.1	31.6	3.9	44.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	161	96.3	18.3	48.6	31.0	2.1	43.0	Yes	Yes
Full-pay meals	17	94.1	7.7	30.8	38.5	23.1	61.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	178	96.1	36.8	40.6	15.5	7.1	34.2	Yes	Yes
<b>Gender</b>									
Male	88	95.5	40.8	34.2	18.4	6.6	32.9	N/A	N/A
Female	90	96.7	32.9	46.8	12.7	7.6	35.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	162	95.7	38.9	41.7	13.2	6.3	29.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	153	99.3	33.8	41.7	16.5	7.9	37.4	N/A	N/A
Disabled	25	76.0	62.5	31.3	6.3	0.0	6.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	177	96.0	37.0	40.9	14.9	7.1	33.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	177	96.0	36.8	40.6	15.5	7.1	34.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	161	96.3	37.3	43.0	13.4	6.3	32.4	Yes	Yes
Full-pay meals	17	94.1	30.8	15.4	38.5	15.4	53.8	N/A	N/A

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	178	97.8	65.2	27.3	6.2	1.2	7.5
<b>Gender</b>							
Male	88	97.7	67.1	22.8	7.6	2.5	10.1
Female	90	97.8	63.4	31.7	4.9	0.0	4.9
<b>Racial/Ethnic Group</b>							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	162	97.5	67.3	28.0	4.0	0.7	4.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	153	99.3	62.6	29.5	6.5	1.4	7.9
Disabled	25	88.0	81.8	13.6	4.5	0.0	4.5
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	177	97.7	65.0	27.5	6.3	1.3	7.5
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	177	97.7	65.2	27.3	6.2	1.2	7.5
<b>Socio-Economic Status</b>							
Subsidized meals	161	97.5	67.3	27.2	4.8	0.7	5.4
Full-pay meals	17	100.0	42.9	28.6	21.4	7.1	28.6

<b>Social Studies</b>							
All Students	178	97.8	59.0	39.1	1.2	0.6	1.9
<b>Gender</b>							
Male	88	97.7	59.5	36.7	2.5	1.3	3.8
Female	90	97.8	58.5	41.5	0.0	0.0	0.0
<b>Racial/Ethnic Group</b>							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	162	97.5	60.7	38.7	0.0	0.7	0.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	153	99.3	54.7	43.2	1.4	0.7	2.2
Disabled	25	88.0	86.4	13.6	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	177	97.7	59.4	38.8	1.3	0.6	1.9
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	177	97.7	59.0	39.1	1.2	0.6	1.9
<b>Socio-Economic Status</b>							
Subsidized meals	161	97.5	59.9	38.1	1.4	0.7	2.0
Full-pay meals	17	100.0	50.0	50.0	0.0	0.0	0.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	69	100.0	23.1	38.5	38.5	0.0	38.5
	4	55	98.2	14.3	42.9	40.8	2.0	42.9
	5	62	100.0	35.7	39.3	25.0	0.0	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	59	94.9	10.0	40.0	44.0	6.0	50.0
	4	62	96.8	26.9	40.4	30.8	1.9	32.7
	5	57	96.5	15.1	60.4	20.8	3.8	24.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	69	100.0	29.2	60.0	6.2	4.6	10.8
	4	55	98.2	22.4	44.9	22.4	10.2	32.7
	5	62	100.0	26.8	48.2	12.5	12.5	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	59	94.9	38.0	48.0	10.0	4.0	14.0
	4	62	96.8	44.2	32.7	19.2	3.8	23.1
	5	57	96.5	28.3	41.5	17.0	13.2	30.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	69	100.0	70.8	18.5	10.8	0.0	10.8
	4	55	98.2	53.1	36.7	10.2	0.0	10.2
	5	62	100.0	53.6	42.9	3.6	0.0	3.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	59	100.0	67.9	18.9	13.2	0.0	13.2
	4	62	96.8	68.5	27.8	1.9	1.9	3.7
	5	57	96.5	59.3	35.2	3.7	1.9	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	69	100.0	55.4	41.5	3.1	0.0	3.1
	4	55	98.2	28.6	63.3	6.1	2.0	8.2
	5	62	100.0	64.3	28.6	5.4	1.8	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	59	100.0	58.5	37.7	3.8	0.0	3.8
	4	62	96.8	55.6	44.4	0.0	0.0	0.0
	5	57	96.5	63.0	35.2	0.0	1.9	1.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 390)</b>				
First graders who attended full-day kindergarten	82.8%	Down from 96.2%	100.0%	100.0%
Retention rate	0.5%	Down from 3.9%	3.9%	2.8%
Attendance rate	95.8%	Down from 97.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Down from 6.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Down from 6.0%	0.0%	0.0%
Eligible for gifted and talented	6.4%	Down from 7.9%	3.8%	10.4%
On academic plans	58.5%	N/AV	49.2%	33.6%
On academic probation	41.7%	N/AV	2.7%	1.0%
With disabilities other than speech	5.9%	Down from 7.9%	7.2%	7.5%
Older than usual for grade	0.3%	Down from 1.1%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 32)</b>				
Teachers with advanced degrees	40.6%	No change	51.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.7%	0.0%
Teachers returning from previous year	74.0%	Down from 75.8%	83.2%	87.3%
Teacher attendance rate	97.8%	Up from 97.3%	94.6%	94.9%
Average teacher salary	\$39,772	Up 5.8%	\$41,269	\$42,485
Prof. development days/teacher	23.5 days	Up from 18.2 days	14.5 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 14.9 to 1	16.4 to 1	18.6 to 1
Prime instructional time	93.3%	Down from 94.5%	88.5%	89.7%
Dollars spent per pupil*	\$8,555	Up 14.6%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	69.2%	Down from 70.3%	60.6%	64.0%
Percent of expenditures for instruction*	73.0%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

R.E. Davis Elementary School is committed to improving student achievement for all students. Our staff is dedicated and highly trained in a variety of instructional strategies to ensure that each child gets the individual attention needed to succeed. In 2006, R. E. Davis received the Palmetto Silver for improvement on the state Palmetto Achievement Challenge Test. R.E. Davis will be showcased by the state for its achievement.

The curriculum is driven by the utilization of the South Carolina Curriculum Standards and the New Reference Performance Standards. America's Choice School Design, a comprehensive reform demonstration, is in the eighth year of implementation. This model, along with the district's instructional unit plans, provides students with distinct opportunities to learn in all subjects. Our school-wide theme, "Literacy: The Path to Excellence," coupled with our slogan, " High Academic Excellence: No Alibis, No Excuses, No Exceptions," serve as the driving force for our meeting and exceeding goals.

Through the use of computers in the classrooms and our computer lab, students in all grades are exposed to concepts and skills necessary to succeed in the 21st century. Our students receive hands-on technology training, use manipulatives, and participate in cooperative learning activities that prepare them for the world of work and beyond.

Our teachers work hard to instill a sense of character and pride that will enable all of our students to succeed. Personalized guidance services are available from teachers, counselors, and social workers. Opportunities are given to students to have non-academic experiences that enhance their knowledge of people, places and things they have never seen. Partnerships have been established with people in the community to provide role models for all students. All segments of the school community work hard to ensure that our students learn in an environment conducive to literacy.

Anne McFadden, Principal

Stacey Champagne, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	29	51	26
<b>Percent satisfied with learning environment</b>	89.7%	90.0%	80.0%
<b>Percent satisfied with social and physical environment</b>	86.2%	78.4%	64.0%
<b>Percent satisfied with school-home relations</b>	65.5%	88.0%	84.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.